

UNIVERSITY OF FLORIDA

CALS Connection

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Preparing the Next
Generation of Fire
Managers

FYCS Students Making a
Difference Abroad

New Dean Moving
CALs Forward

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LETTER FROM THE DEAN



What's Your Passion?

Passion. The dictionary defines passion as "a strong affection or enthusiasm for an object, concept, etc." For example, educators are passionate about the subject they teach and researchers are passionate about their field of study. Many of us are lucky enough to build a career around something we are passionate about.

Some CALS students come to UF with a long-standing passion for agriculture or animals or helping others or protecting the environment and a clear idea of how they will use their education to further their goals. Others discover their passion through their education and leave UF ready to turn that newly-found desire into action. Hard work and perseverance are essential elements of a passion becoming a life's work.

In this issue of CALS Connection, you will read about students who turned their passion for helping others into a non-profit organization and started an orphanage in Kenya. You will learn how experiences outside the classroom not only

teach important skills, but provide perspective that further fuels the desire for success.

This issue also highlights our 2014 student, faculty and staff award winners who were recognized at our annual Scholarship and Leadership Awards Banquet in April. Our teachers and advisers are passionate about students and their guidance and mentoring is reflected in our students' success.

What's your passion? I hope it is something you get to do every day. Our passion in CALS is empowering students with the knowledge and skills they need for success, and we are working to build on our past while aligning our efforts with the challenges and opportunities of the future.

Go Gators!

R. Elaine Turner
Dean

Source: "passion." *Collins English Dictionary - Complete & Unabridged 10th Edition*. HarperCollins Publishers. 18 May 2014. <Dictionary.com <http://dictionary.reference.com/browse/passion>>.

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A Gator Travels Outside the Swamp

BY KYLE HUNTER

A University of Florida student believes that traditional learning is not enough and has decided to take his education outside the classroom.

Cabot Zucker is a senior pursuing degrees in both wildlife ecology and conservation and sustainability and the built environment. Zucker believes that these two majors will help him understand how society operates and what steps need to be taken in order to create a sustainable civilization in the future.

"Although my majors provide me a great foundation to better understand how our society can achieve a sustainable future, last spring I realized that I needed to increase my awareness and perspective of the world in which I live," Zucker said.

Zucker started to feel that classroom learning was not enough and decided to take his education beyond the classroom and even the country. After some consideration, Zucker realized that participating in research and internships abroad would allow him to apply his classroom knowledge in solving real-world problems while helping people and the environment.

"I decided to take six months off from school to pursue sponsored international opportunities that would expose me to a diverse range of cultures and perspectives I would otherwise never get by staying in the United States," Zucker said.

First, Zucker traveled to Canada where he interned for Joro Consultants, an environmental consulting firm based in Manitoba. The company specializes in assessing large-scale human disturbances related to the development of roads, dams, transmission lines and large scale building developments. The main project Zucker worked on was a bird survey that quantified the impact of human development on bird populations throughout the Red River Delta of Manitoba.

"This internship made me feel empowered and gave me the confidence that I could actually go out into the world to solve real-world problems," Zucker said.

Interning in Canada was not enough for Zucker. From there, he traveled to Ireland where he was sponsored by the National Science Foundation to do marine biology research in Lough Hyne, Eurpoe's first marine nature reserve. There, Zucker studied current and oxygen dynamics in Lough Hyne to better understand how ephemeral algae was affecting the growth, development and survival of benthic invertebrates.

Next, Zucker traveled to India and Taiwan to study post-harvest storage methods for legume crops and seed resistance to an insect called a Bruchid. After spending six months abroad, Zucker came back to the United States to continue his education at UF.

"This experience has made me recognize the importance of developing sound infrastructure before a country's population explodes, along with educating and empowering the masses so they can take care of themselves," Zucker said.

Zucker said that he would recommend that all students travel abroad because international exposure opens your mind to a whole new world and way of life.

"My overall goal in life is to create a happier and healthier existence on earth through the development of global sustainability," Zucker said.

Learn more about studying abroad through CALS at www.cals.ufl.edu/globalgators. □



Cabot Zucker felt his college experience should be more than just the classroom. He took six months off from school and did a variety of internships around the world. Zucker traveled to Canada, Ireland, India and Taiwan. Photos courtesy of Cabot Zucker.

New Dean Moving CALS Forward

BY JAMES BARRINGER

The College of Agricultural and Life Sciences at the University of Florida has a new dean to lead faculty and students.

R. Elaine Turner served the college as interim dean for three months before her permanent appointment. Turner had served as an associate dean for CALS for nearly eight years and has worked at UF for 18 years.

She grew up in Ohio where her father's faculty position at the Ohio Agricultural Research and Development Center of The Ohio State University gave her an early exposure to the land-grant system. Turner earned her bachelor's degree in dietetics from Kansas State University and her M.S. and Ph.D. degrees in nutrition from Purdue University.

It was Turner's experience as a teaching assistant while in her M.S. program that solidified her desire for a career in teaching. Her first faculty role was at Clemson University in what is now the

"We have to make sure students are lifelong learners and prepared for future challenges in the industry."

Food, Nutrition and Packaging Science Department.

Dean Turner wants to take the solid foundation CALS has and keep moving forward. She wants to make sure that CALS faculty members have resources to be successful and students are prepared for future endeavors.

"Our highest priorities are to recruit outstanding students, surround them with excellent teachers who care about their success and support their development as future global leaders," said Turner. "We know we can't teach students everything they need to know right now. We have to make sure students are lifelong learners and prepared for future challenges in the industry."

Turner said CALS faculty and students will be instrumental in solving

challenges in Florida's food, fiber and natural resource industries. Some of these challenges include managing the urban and rural interface, protecting water quality, and providing food for the growing population, she said.

"We have to take a leadership role in part because the agricultural landscape in Florida is so diverse," Turner said. "We need to find solutions to agricultural and natural resource issues pertaining to Florida, but also using our knowledge and skills to aid the global community."

Kaley Mialki, BSA '14 food science and human nutrition, said she was excited to see Turner in the role as dean and said that Turner has had a great impact on many CALS students and alumni.

"Dr. Turner is a very inspirational person," Mialki said. "I know the College of Agricultural and Life Sciences is in good hands, and will have continued success under her leadership."

Another recent graduate Sammie Jones, III, BSA '13 family, youth and community sciences, said that Turner was an instrumental part of his undergraduate education and is a perfect fit for dean.

"As a dean, Dr. Turner will give the college 100 percent, but she will also expect 100 percent from the students and faculty. She goes above and beyond to ensure the success of those around her."

Turner said past students congratulating her on her newly appointed position has been rewarding.

"The most rewarding part of my job to date is when students are successful and they look back and say that I helped them in some way," Turner said. "The thrill you get out of that never goes away." □



Dean Turner addresses prospective students, parents and alumni at a recent CALS event at the Plant Science Research and Education Unit in Citra. Photo by Javier Edwards.

FYCS Students Making A Difference Abroad

BY GRETCHEN WULFF

Recent statistics show that 38 percent of UF students change their major by the end of their first year, and 61 percent of UF students change their major by the end of their second year. But how can a student justify, let alone accomplish, switching majors with just three semesters left until graduation? Family, youth and community sciences graduate Keri O'Neil did just that and much more.

O'Neil was half way through her college career when close friend Grant Lackenbach asked her a question any college student should be able to answer.

"What do you want to do when you graduate?" asked Lackenbach.

"What do you mean?" said O'Neil. "I'm studying occupational therapy, that's what I am going to do."

"But if you could do anything," said Lackenbach. "What is your dream job?"

"I would open an orphanage and work with kids," replied O'Neil.

"Then why aren't you?" asked Lackenbach.

This short exchange resonated with O'Neil and forced her to rethink her career path. She had the passion but not the resources. If O'Neil was going to do this, FYCS was where she would get the knowledge and skills to be successful, she said.

At the time, she was very involved with the student organization Fellowship of Christian Athletes and worked at the Gainesville YMCA. There, she met current FYCS students Shelby Rudd and Brooke Bauzon who all shared similar interests. O'Neil's sister Michele also shared these interests and wanted to work with children. Together they brainstormed the plausibility of O'Neil's idea to open an orphanage.

Their first hurdle — where would they do this? There is need everywhere, but where could they make a difference? Shortly after, O'Neil's high school friend showed her a video about a region of Kenya that she had recently visited. In

O'Neil's first FYCS class, the instructor showed a similar video about the Kibera slums outside of Nairobi, Kenya.

"We felt like we were being led that way," said O'Neil.

The following summer, the four women had been planning to travel to Nairobi, Kenya with the organization Empower a Child when Lackenbach and another friend, Michael Pirie, died in an accident while exploring a cave in north-west Georgia. This deeply affected the four, as well as all UF students who had known them, but they knew they had to go.

While in Kenya, they worked with local schools and children's homes and fell in love with the area and culture. Seeing the state many children live in, even in government run homes, really affected the women. Children slept on wire cots and many received only one meal a day.

In the time that they were there, the women grew close to many of the children. When it was time to say their goodbyes, one boy, 16-year-old Abdi, came to them with tears in his eyes because he was denied the opportunity to go to school because the government saw him as too old.

"Seeing him and hearing him so desperately want to go to school and not having the opportunity made me realize that we have to do something and we're able to do something," said O'Neil.

When the women returned home, they began planning how they could

make a difference. With the guidance of FYCS courses and faculty like Kate Fletcher and Muthusami Kumaran, Ph.D., they launched a faith-based, non-profit organization, Grant Abundant Life, and began fundraising.

Continued on page 9



Keri O'Neil, Shelby Rudd, Brooke Bauzon and Michele O'Neil traveled to the Kibera slums of Nairobi, Kenya and saw firsthand the way many children survived on the streets. Together they started a non-profit organization to not only help children but to better the community. Photos courtesy of Keri O'Neil.

Teaching Ecology with Art - The Merging of Two Fields

BY DANNIELLE BOECHE

Two wildlife ecology and conservation faculty members came across an opportunity to teach their students science through art at the Samuel P. Harn Museum of Art in Gainesville.

Emilio Bruna, Ph.D., an associate professor, and John Blake, Ph.D., a professor, in the Department of Wildlife and Conservation, taught a tropical ecology course in the fall 2012 semester. They came across a great opportunity for their students while talking to Eric Segal, the education curator of academic programs at the Harn Museum of Art.

The Harn Museum had collected five hand-painted chromolithographs by Jean Théodore Descourtilz, a French

painter and illustrator. The paintings had different species of birds and plants, and had the identifications of the species on the painting. However, since Descourtilz identified the species more than 200 hundred years ago the museum could not be sure that the identifications were correct, Segal said.

This is when Bruna, Blake and their class got involved with the Harn Museum and these pieces of art. They decided to create a project that would allow their students to learn about both science and art.

Bruna said this project was important for two reasons.

"I did it because the students got to

learn some biology," said Bruna. "[And] it was an opportunity to have my students go to an art museum."

The project required students to visit the Harn Museum to identify the species in the different paintings.

Students were permitted to go to an object study room, where the names of the species on the paintings were covered up. It was then the students' responsibility to

correctly identify information about the different species in the paintings.

Not only was this an opportunity for the students to learn about biology and complete a class project, but it also gave them some insight as to how interrelated art and science really are.

Teaching science through art is nothing new, though many people do not realize how often the two fields work together.

"Sometimes art illustrates science, sometimes it embodies science," Segal said. "Illustrations themselves help communicate science."

Bruna agreed that science and art work together. He said that this project helped his students learn a lot about how artists see the world.

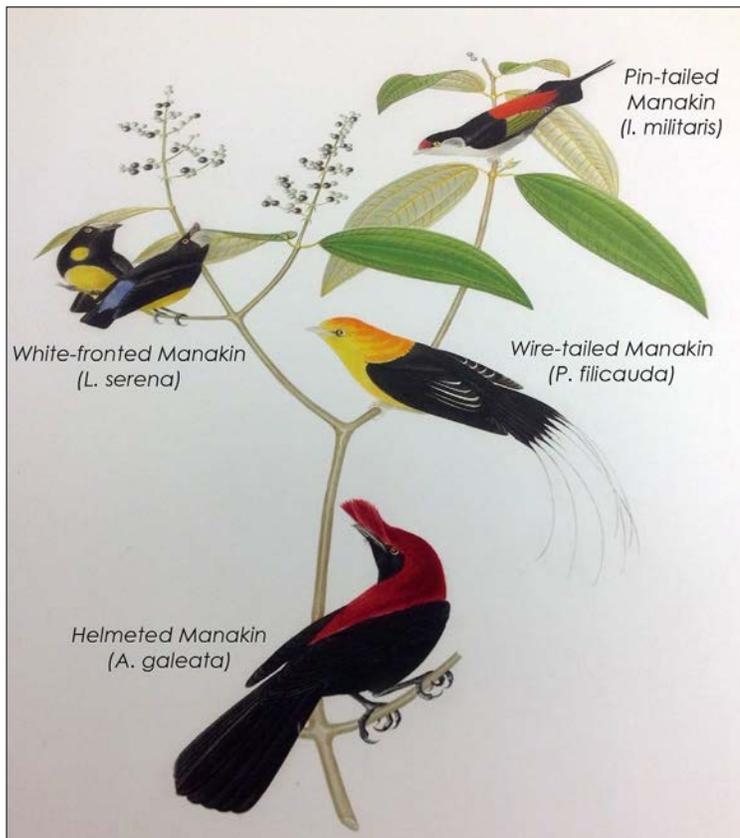
"They're more similar than they are different," Bruna said of the two fields.

This project was not only a fun and educational experience for the students, but for Bruna and Segal as well. Segal said that his favorite part of the project was being able to read about the students' findings on the website.

"I was delighted with everything they discovered," Segal said.

Bruna said the project was easier than he had anticipated, and that is was very rewarding. His favorite part of the experience was thinking about the artist, Descourtilz, and how he thought that the species were beautiful enough to paint.

"Someone 200 years ago thought [the species] were as beautiful as we do," Bruna said. □



UF Students identified species in 200 year old paintings by French painter and illustrator Jean Théodore Descourtilz as part of a tropical ecology course. Photo by Dannielle Boeche.

Overcoming Obstacles

BY T. BUDDY MILLER

Although the College of Agricultural and Life Sciences has many non-traditional students, few shine as brightly as Donna Graden. The recent food and resource economics graduate persevered through several obstacles to receive her bachelor's degree.

Twenty years ago, Graden received her associate's degree for radiology and began what she thought would be a lifelong career in the healthcare industry. She worked in this industry for more than 23 years as an X-ray technician, performing radiologic procedures and assisting with orthopedic surgeries and clinical trial research.

When the economy took a downturn, Graden knew she would need to make a change.

"I knew being a non-traditional student would be an extreme obstacle, and I was afraid of failure," Graden said.

Nevertheless, Graden returned to Santa Fe College to begin her path to a career in business. Soon after returning to school, she was diagnosed with a learning disability that affects how she can take exams. Graden persevered and received her associate of arts degree from Santa Fe College in 2011.

Graden's initial goal was to transfer into the University of Florida; however, her initial choice of major was not in the College of Agricultural and Life Sciences.

"Advisers from two other colleges on campus told me that I would never make it through their programs because of my learning disability."

Although discouraged, Graden continued to pursue her goal. Santa Fe College assistant professor Jake Searcy, Ph.D., is a food and resource economics graduate and encouraged Graden to consider his former major. Graden said she contacted an adviser in the UF Food and Resource Economics Department and felt welcomed.

"The [FRE] department treated me like family, a totally different feel from other colleges on campus," said Graden.

Graden was much more than a student during her time at UF. In 2013, she

served as president of the Ag Econ Club, a peer-elected position.

"One of the things that really sets Donna apart is that she excels not only in the classroom, but also in extracurricular activities, becoming recognized college-wide as a leader within her major," said Cathy Carr, director of alumni and career services for CALS. "Donna relates well to people of all ages."

Graden graduated in May with the many friends she made in food and resource economics. She has conquered all obstacles that came her way.

"Many students admire Donna and are so proud of what she has done," said Ethan Carter, BSA '13 food and resource economics.

"She has always impressed me, and I really admire her determination and strength," Carter said. "I have never considered her as a non-traditional student but rather, a friend and colleague. I know [Graden] will go far in whatever she does."

Graden and her husband of 20 years live in Newberry, Fla., where Graden hopes to find a job in marketing.

"With her strong work ethic and proven ability to persevere, Donna will be an asset to any company," said Carr. □

"The [FRE] department treated me like family, a totally different feel from other colleges on campus."



Donna Graden (second from right) with the 2013 Agricultural Economics Club officer team. Photo courtesy of Donna Graden.



Preparing the Next Generation of Fire Managers

BY GRETCHEN WULFF

In the University of Florida School of Forest Resources and Conservation, students are learning how to safely use one of the oldest forest management tools: fire. Each spring semester, undergraduate and graduate students enrolled in Dr. Leda Kobziar's FOR 3214 Fire Ecology and Management course learn in the classroom and in the field how to apply prescribed fires to successfully manage ecosystems and reduce the risk of damaging wildfires.

"The whole idea is to get them trained in using fire as a management tool and also proficient in understanding the ecological repercussions and the objectives of using fire as a management tool," said Kobziar. "Because it is arguably the most ubiquitous tool in natural resources in the entire region, it is a very important thing for them to know and understand."

Throughout the semester, students suit-up in hardhats, leather boots and fire resistant Nomex clothing and head out to the Austin Cary Forest to practice prescribed fire planning, ignitions, holding, mop-up and evaluation. For many students, this will be their first experience with wild land fire, and, for some, it may lead toward a rewarding career in fire science or fire management.

"There's nothing like experience to teach the students," said Kobziar. "When we're in the field with the students every aspect of that field experience or that burning experience is a lesson for them to learn. We are not just getting the job done; we are reflecting on it, watching fire behavior and evaluating whether objectives are being met."

The fact that UF students have the opportunity to burn several times throughout the semester is truly exceptional, especially when compared to forestry

schools in western U.S. states where hazardous fuel accumulations and air quality regulations severely restrict prescribed burn windows, said Kobziar.

Wild land fire professionals working for agencies, non-profits and universities have espoused the need for the next generation of fire managers and fire scientists to have a combination of training, experience and education; coined the "fire professional development triangle." Through the Fire Ecology and Management course, Kobziar strives to provide students with opportunities to develop the three sides of that triangle.

"What happens in the current system, is that often times one or more of these different aspects, training, education or experience, are underemphasized or students don't have access to them," said Kobziar. "What we do extremely well is enable all three attributes to be achieved at the same time in one place."

It is important for students to get experience actually using fire in the field, said Kobziar. If they do not, they are going to be at a huge disadvantage when going into the workforce. Training and experience is something that has to be the motivation of the instructor, said Kobziar, and is something she is very passionate about.

"Here it is really imperative, because students who go into natural resource management, and almost all our students do, are all going to be using fire as a tool," said Kobziar. "Having that initial preparation while they are still in school really puts them above the level of other applicants."

Kobziar said it is one of her goals to get the students red carded. This means they have the qualifications to enter the federal workforce as a first level firefighter, something that can help students get their feet in the door. That training is enabled by the Florida Forest Service, said Kobziar.

"We work very closely with the Florida Forest Service; they have been incredibly supportive and generous, enabling our students to take their courses and making

"Having that initial preparation while they are still in school really puts them above the level of other applicants."

sure they have opportunities that put them ahead of other applicants for some positions."

For students who have already completed Fire Ecology and Management or for those interested in wild land fire and fire science, there are other ways at UF to progress through the fire professional development triangle.

Since 2007, the UF chapter of the Student Association for Fire Ecology (SAFE) has brought together undergraduate and graduate students from various departments that are interested in fire as a management tool and ecosystem process. Generally meeting monthly during the fall and spring semesters, SAFE has been an active resource for information sharing and organizing fire-related group activities.

Marc Krider, BSF '14 and recent SAFE president, said the club also helps students become S-130 and S-190 qualified, which prepares them to be wild land firefighters. He also said a group of SAFE

members will be getting their red cards, allowing them to go anywhere to help with wild fires and specifically participate in prescribed burns on federal land.

"Being a member of [SAFE] and being able to go out and talk with professionals that actually do prescribed burns and look at the reasons they do them and when they do them is a great resource for students," said Krider. "It is important for a forester to understand that, especially when we talk about trying to preserve our natural ecosystems."

As a group, SAFE members have taken nationally recognized training courses to be certified as wild land firefighters, attended pack tests to determine their eligibility to work on state and federal fires, and volunteered on multiple prescribed fires with various local partners. Through the national parent organization, the Association for Fire Ecology (AFE), SAFE members have received numerous travel grants to present student research at fire ecology conferences in Portland, Ore.; Salt Lake City; Raleigh, N.C.; and Savannah, Ga.

Former SAFE members can now be found working in fire related positions across the country, with employers including the U.S. Forest Service, Mississippi State University, Desert Research Institute and the University of Georgia.

To continue the success of the program, in 2013 SAFE members successfully

applied for a \$1,000 AFE equipment grant to fund the purchase of new wild land fire safety equipment, enabling current and future SAFE members to participate in prescribed fires.

The dedication and enthusiasm of current and past undergraduate and graduate students combined with the knowledge and commitment of instructors like Kobziar, has helped to put UF on the map when it comes to wild land fire science education, training and research.

"As a land-grant university, UF has a responsibility for education and outreach and as a forester that's part of your job,"

said Krider. "I think the image that people have of foresters just cutting trees down is going away; they understand how much we really do care about the forest and how much we want to sustain the natural forest we have while still meeting the demands of people," said Krider. □



Students in Leda Kobziar's, Ph.D., Fire Ecology and Management course learn in the classroom and in the field how to apply prescribed fires to successfully manage ecosystems and reduce the risk of damaging wildfires. The class has the opportunity to burn several times in the Austin Cary Forest and the Natural Area Teaching Lab. Photos courtesy of Leda Kobziar.

FYCS Students Making a Difference Abroad *cont. from page 5*

"A seed was planted in them," said Fletcher, "Based on their faith, passion and also education, [FYCS] was able to cultivate that seed that was planted."

With the help of friends and community members the women were able to raise enough money to return to Nairobi, Kenya, and find a house that would serve as an orphanage. They also furnished the home with necessities like a refrigerator, furniture and beds.

"People would leave money on our door step; we had a spaghetti dinner and a car wash," said O'Neil. "I don't know how we did it; it was a complete miracle."

The home will fit as many as 30 children but currently has the resources

to support seven. Each child in the home has a sponsor that supports his or her education. The children attend local public schools.

In their previous trip the women developed relationships with many community members, such as Emma Mwangi, who serves as house administrator and house parent. The girls see the value of working with community members to develop relationships and learn more about the local culture.

"We want to provide a safe, loving environment for these kids, lead them spiritually and provide them with an education," said O'Neil.

The vision for Grant Abundant Life

started with the orphanage but has grown to encompass much more.

"We also want to do outreach in the community," said O'Neil. "We want to do community development through teacher training and micro-businesses."

O'Neil would encourage any student who is thinking about volunteering abroad.

"It's an experience worth pursuing. It will change your life," said O'Neil. "What we experienced with the kids showed us that we could make a difference; we can make a change and help communities."

To learn more about Grant Abundant Life and their sponsored children, please visit <http://grantabundantlife.org>. □

2013-2014 Scholarship and

JACK L. FRY AWARD FOR TEACHING EXCELLENCE BY A GRADUATE STUDENT



JESSICA HOLT is a third-year doctoral student in agricultural education and communication, with a specialization in agricultural communication. As evidence of her

teaching commitment and excellence, Holt was one of only 20 UF teaching assistants, out of more than 2,000 teaching assistants, to receive the 2013 UF Graduate Student Teaching Award.

Holt has been the lead instructor for a section of Research and Business Writing in Agricultural and Life Sciences for six semesters. Students have commented that her course is “amazing,” “helpful” and “professional,” while describing her as passionate and caring.

GRADUATE TEACHER/ADVISER OF THE YEAR



MADAN OLİ, Ph.D., is a professor in the UF Department of Wildlife Ecology and Conservation where he teaches two graduate courses: Wildlife Population Ecology and Wildlife Population Modeling, both of which are taken by students from several departments. In teaching these courses, he attempts to provide a learning experience that challenges students’ intellectual abilities, fosters their critical-thinking skills and enhances their personal and professional development.

Oli views advising and mentoring as a process that begins when a student joins his lab but never ends. His students commented that he provides them with the skills and knowledge to grow as researchers, critical thinkers and presenters. Oli makes students feel special by opening his home to them. Many graduates commented that they model

themselves after Oli’s example when they advise and teach their own students.

UNDERGRADUATE ADVISER OF THE YEAR



KAREN BRAY has served as the coordinator of academic programs in the School of Natural Resources and Environment since December 2010. Bray serves as the

first point of contact for the more than 100 undergraduate students in environmental science. She is committed to helping students get the most out of their educational experience. It is her hope that students will develop strategies early in their academic program to reach their goals.

Her relationship with students makes Bray an extraordinary adviser. One undergraduate advisee noted, “Anyone within the School of Natural Resources and Environment would agree that Karen began as an adviser and grew to become a friend.”

UNDERGRADUATE ADVISER OF THE YEAR



RICKY W. TELG, Ph.D., agricultural education and communication professor, has a passion for students, particularly undergraduate students. He integrates a

hands-on approach to instruction that teaches students how to develop digital media for the agricultural workplace. Telg created much of UF’s agricultural communication curriculum, has served as undergraduate coordinator for the past 14 years, and serves as the primary adviser for dozens of undergraduate students.

Telg takes the time to get to know and understand his advisees. His goal is to positively shape and guide the lives and careers of undergraduate students. One

alumnus of the program commented, “As a mentor, it was not uncommon for him to remind us that if you enjoy what you do, every day is worth working for.”

UNDERGRADUATE TEACHER OF THE YEAR



TONY ANDENORO, Ph.D., has been an assistant professor in the Department of Agricultural Education and Communication for a relatively brief period of

time, but it did not take him long to make a positive impact. Since coming to UF in 2012, Andenoro has taken leadership roles in department and college activities and committees, all while teaching students skills and knowledge related to leadership development.

Those who have seen him teach describe Andenoro as a dynamic, enthusiastic, student-centered and innovative instructor. He uses novel learning methods, incorporates current events and engages students in meaningful dialogue. Students note that he has enhanced their critical thinking abilities and self-awareness, allowing them to apply interpersonal leadership in their everyday lives. As one recent graduate said, “Before this class, I was living in a world of black and white, and now I’m seeing leadership through a full color spectrum.”

UNDERGRADUATE TEACHER OF THE YEAR



WENDY J. DAHL, Ph.D., an assistant professor in the Department of Food Science and Human Nutrition, believes her role as a teacher is to ensure that what students

learn in her courses is applicable to their lives and careers. Her teaching goals are to encourage engagement in the learning experience, to foster curiosity, to facilitate

Leadership Award Winners

discourse, and to encourage critical thinking and lifelong learning.

Dahl has built a program with significant extramural funding for research and extension activities, which has involved numerous undergraduates. She mentors undergraduates who complete honors theses and sponsors many more in supervised research experiences. One of Dahl's interests is in the internationalization of undergraduate curriculum. She travels to a university in Ethiopia annually to teach an intensive two-week nutrition and disease course and then incorporates that experience into her UF course, Nutrition and Disease.

ALUMNI AND FRIENDS LEADERSHIP AWARD



SAMANTHA A. BARAOIDAN, from Weston, graduated this spring with a bachelor's degree in wildlife ecology and conservation. She served the UF student chapter

of The Wildlife Society as president and was a savannah wildlife intern in Swaziland. Baraoidan was a research assistant in the School of Forest Resources and Conservation and studied environmental education and recreation research activities. School of Forest Resources and Conservation professor Taylor Stein, Ph.D., who mentored Baraoidan, said, "I have never seen a student so effectively plan to be a future leader in the environmental profession than Samantha."

LARRY J. CONNOR MEDAL OF EXCELLENCE



NHI M. DO, from Pinellas Park, is a food science and human nutrition senior, specializing in nutritional sciences. Do has been active with Community Health Services Corps for

three years. She serves as a patient care

assistant with Shands Rehab Hospital and volunteers with the Helping Hands Clinic and the College of Medicine's Mobile Outreach Clinic. Do is a member of the Pre-Physician Assistant Association and the CALS Leadership Institute. Laura Guyer of UF's Center for Women's Studies and Gender Research said, "What sets Nhi apart is her humility and heartfelt desire to help those in need."

JIMMY G. CHEEK GRADUATE STUDENT MEDAL OF EXCELLENCE

RICARDO B. VALLADARES is a



doctoral student in microbiology and cell science. He has conducted biological laboratory research on collaborative international projects and has coauthored two

papers based on these international collaborations. So far, he has seven peer-reviewed articles and has mentored undergraduate students who he included as coauthors.

For several years Valladares has extended his passion for microbiology outside of UF by volunteering his time in the local community as a science fair judge. He also volunteers at Gainesville Country Day School, teaching fifth grade science seminars. Gainesville Country Day School fifth grade teacher Claire Pulignano said, "Whenever I announce that 'Mr. Ricardo' is coming to teach, my students get extremely excited."

E.T. YORK, JR. MEDAL OF EXCELLENCE OUTSTANDING JUNIOR AWARD



T. BUDDY MILLER of Lakeland is an agricultural education and communication junior, specializing in communication and leadership

development. Miller has held leadership roles in Alpha Gamma Rho, UF Student Government, and the Agricultural and Life Sciences College Council. Tony Andenoro, Ph.D., agricultural education and communication assistant professor, said about Miller, "His passion for learning is a contagious force as he continues to motivate those around him to seek new heights and push their capabilities beyond previous expectations."

J. WAYNE REITZ MEDAL OF EXCELLENCE OUTSTANDING SENIOR AWARD



SHELBY FRANTZ, from Valrico, completed her undergraduate degree in food science and human nutrition, with a nutritional sciences specialization. Frantz began

volunteering at the student-run Equal Access Clinic for indigent care her freshman year. She also served as the Pre-Med Clinic Director and on the American Medical Student Association's Director's Board. Susan Percival, Ph.D., food science and human nutrition chair, said, "Shelby is an outstanding young woman with an extensive record in leadership and service and exemplary performance in academics."



4th largest college of agriculture and related sciences in the US

3rd largest college at UF

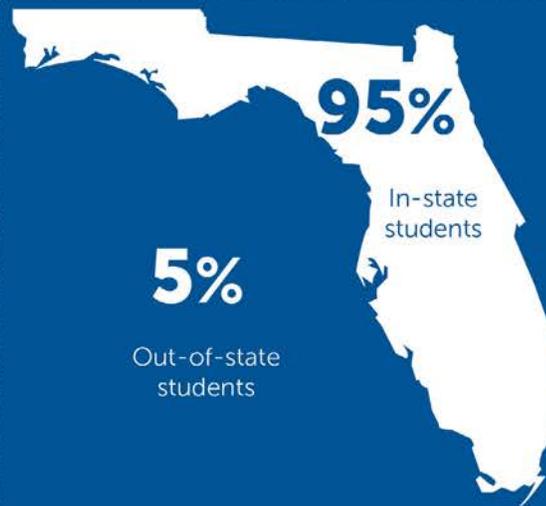
The **ONLY** formal upper-division Honors Program at UF

>\$354,000

in undergraduate scholarships awarded annually

11 : 1

Student to faculty ratio



60%

Female Undergraduates



40%

Male Undergraduates

27%

Minority Students

>20

Undergraduate majors

7

Pre-health majors

>50

Areas of specialization



7 master's and **2** bachelor's programs **ONLINE**

Join us as a **FRESHMAN** or **TRANSFER** student

3,897

Undergraduates

5,100

Total students

32K

Proud alumni living around the world

Notable alumni include Florida Commissioner of Agriculture

Adam Putnam,

football player *Tim*

Tebow and country music

star *Easton Corbin*.



>50 Student Organizations